

Kent County Public Schools 2020

Continuity of Learning Plan

Revised May 11, 2020



Kent County Public Schools
5608 Boundary Avenue
Rock Hall, Maryland 21601

Kent County Public Schools: Continuity of Learning Plan

Overall Description:

Kent County Public Schools (KCPS) is committed to providing engaging learning experiences during school closure. As a result, the KCPS Leadership Team Principals and the Department of Teaching and Learning developed a *Continuity of Learning Plan* to ensure continuing learning experiences at home while schools are closed. We believe a level of instruction can still take place in a distance learning format although we recognize there is no replacement of face to face teaching.

Distance learning will occur in a number of ways. Principals have administered technology surveys to identify the best method for communication. KCPS teachers will send assignments and activities that are connected to the learning standards for each content area or course. The activities and assignments may be sent through Google Classroom, email or using printed materials. Teachers will provide learning support through the identified communication system. They will be accessible online for consistency and structure. Principals will work with staff to space out teacher availability over the day since some households are sharing a device.

Teachers will provide limited instruction for all assignments and activities. Limited instruction is the necessary guidance and content required to complete the activity or assignment. Teachers may send written directions, video explanations, audio messages or screencasts.

This plan includes three phases.



PHASE 1

March 16 - March 20

- Students received resources (learning packets) during the initial two week closure period beginning March 13th. These packets were prepared within a very short span of time anticipating a short term closure.
- Immediately following closure, a family technology survey was provided to identify access and digital resource needs. In the high school, devices were sent home with students on March 13th. Survey data were analyzed so staff knew which students needed devices and/or internet access.
- KCPS implemented a deployment plan for the distribution of technology to KCPS families that did not have resources to access online learning. Chromebooks and i-pads were distributed to students who needed a device. Parents and guardians were encouraged to contact their school's principal if they had challenges with connectivity.
- In collaboration with community partners, meal distribution sites were established to offer critical support to our students and families.

PHASE 2

March 23 - April 24

- Teachers will make contact with every student to re-engage families and determine the best mode of delivery for the learning packets.
- KCPS teachers will virtually collaborate to design another two weeks of learning opportunities for students. Teachers and curriculum staff are also collaborating with state colleagues on resources and best practices.
- KCPS teachers will begin professional learning to prepare for more online options. The district will continue to work to translate learning activities K-5 for English Language Learners.
- KCPS teachers were presented with different options and guidance to engage students in virtual lessons if no access. These included: audio messages, screencasts, video explanations, and written direction and content.
- By Thursday, April 2, 2020, additional instructional packets will be distributed to provide engaging learning experiences that will be accessible to all families.
- Teachers will offer flexible virtual office hours to provide support and feedback to students.
- Schools will continue to share additional digital resources on the district and school websites for families to expand learning opportunities for students.
- KCPS will align expectations and activities to students with IEP and 504 plans. Special educators will amend IEP's to reflect the learning packets and digital learning opportunities.

- Students will receive services directly related to the IEP goals/ accommodations and modifications will be made to all general education assignments as appropriate per the student's IEP.
- Students should complete and will be held accountable for the work; however, existing grade(s) will not be penalized. Teachers will elaborate on these expectations during initial contact with families.
- Beginning Tuesday, April 14, 2020, more formal, teacher-led remote learning options will be offered to ensure adequate resources and learning options are available for all students. This option will first be introduced with KCHS students.
- Beginning April 20, 2020, teacher led remote learning options will be offered to KCMS students.
- KCPS instructional technology team will be preparing resources and developing a plan for distribution of devices and use of the internet hotspots to increase availability of internet access for students.
- Counselors and social workers will offer flexible virtual office hours each day. A list of local mental health resources will be posted.
- Counselors will provide online grade level lessons for continued support in the areas of: academic, career, and social emotional needs.
- Social Workers will continue to provide student and family services as well as social emotional video lessons.

PHASE 3

April 27 and Beyond

- Teachers will remain available during virtual office hours to provide support and offer feedback to students.
- Beginning Monday, April 27, 2020, KCPS will implement remote options at the elementary level (K-5).
- Contact the principal through email if you have a concern or issue that needs to be addressed.
 - Galena Elementary - areading@kent.k12.md.us
 - H.H. Garnet Elementary - bjrose@kent.k12.md.us
 - Rock Hall Elementary - khemstetter@kent.k12.md.us
 - Kent County Middle - mhspiri@kent.k12.md.us
 - Kent County High - dkbrowni@kent.k12.md.us

- If students have difficulty with technology please send an email to the school helpdesk:
 - Galena Elementary - galeshelpdesk@kent.k12.md.us
 - H.H. Garnet Elementary - hgheshelpdesk@kent.k12.md.us
 - Rock Hall Elementary - rheshelpdesk@kent.k12.md.us
 - Kent County Middle - kcmshelpdesk@kent.k12.md.us
 - Kent County High - kchshelpdesk@kent.k12.md.us

Distance Learning Platforms Supporting Continuity of Learning

The following **Online Platforms** support both Continuity of Learning and faculty/student/family collaboration to ensure a quality student learning experience when planning and delivering remotely:

- **KCPS email and the Google Suite** are the communication tools used to contact and communicate with KCPS families, K-12.
- Students in grades K-8 will be limited to emailing within the KCPS system.
- KCPS has improved the wireless access point so students can now access the KCPS network from any school parking lot.
- Lessons and learning experiences are posted on KCPS Google Classroom.
- Internal supports are being developed using our email system and the Google Suite. Parents, students and school staff can access the HELPDESK for technology-related questions and support, password and login assistance.
- Zoom is an online conferencing tool that will allow staff to communicate with other staff and students in a synchronous (real time) format.
- Print materials will be an available support for students while teachers gear up for use of digital tools such as Google Classroom. Printed materials will be provided for any student or teacher who needs them. Not all families currently have internet access or home computers, though KCPS is working to support our students with the needed technology.

Central Office Roles and Responsibilities

Central Management Team (CMT)	<ul style="list-style-type: none"> ● Develop and communicate a plan for Continuity of Learning with all stakeholders. ● Monitor Continuity of Learning Initiatives and communicate with school administration. ● Facilitate weekly lead teacher meetings to support teaching and learning. ● Ensure that technology requests are monitored and managed.
Supervisors, Coordinators and Coaches	<ul style="list-style-type: none"> ● Participate in training modules to support the delivery of instruction through Google Classroom. ● Provide content professional learning to teachers Zoom meetings. ● Establish guidelines and templates for content delivery in Google Classroom. ● Support school leadership teams and teachers in the planning and implementation of Continuity of Learning lessons and modules. ● Establish Office Hours to directly support teachers/teacher teams. Daily office hours should be developed around trainings.

School-based Roles and Responsibilities

School Leadership Team	<ul style="list-style-type: none"> ● Communicate a plan for Continuity of Learning with all stakeholders. ● Communicate with families throughout this period. ● Communicate plans for continuity of learning with staff. ● Support and monitor Continuity of Learning Plan. ● Participate in professional development of Distance Learning Platforms to support their staff. ● Copy and make lessons available to students who do not have online access.
Content and Classroom Leaders	<ul style="list-style-type: none"> ● Provide support to students with the lessons and assignments. ● Monitor student progress and provide feedback. ● Respond to student and parent communication in a timely fashion. ● Participate in professional development to support delivery of instruction through online platforms. ● Participate in weekly school based and content meetings. ● Hold regular office hours and remain connected to students and families.
High School Teachers	<ul style="list-style-type: none"> ● Participate in professional development to support delivery of instruction through Google Classroom ● Develop and upload lessons ● Monitor student progress and provide feedback ● Respond to student and parent communication through Google Classroom, phone and email through “office hours” ● Participate in “virtual” staff meetings ● Conduct weekly check-in calls to students (by rotating class period)

Elementary and Middle School Teachers	<ul style="list-style-type: none"> ● Participate in virtual staff meetings as well as grade level or content area meetings ● Review instructional packets for grade/content ● Conduct weekly check-in calls to students ● Monitor student progress and provide feedback through student and parent communication by email and/or phone
ESOL Teachers	<ul style="list-style-type: none"> ● Implement the Continuity of Learning Plan. ● Scaffold grade level/course work required activities for EL access. ● Participate in weekly school based and content meetings. ● Support school teams with all translating and interpreting needs. ● Provided one on one support (with an interpreter if needed) to learn how to use technology to access and submit assignments via Google. ● Participate in class Zoom meetings with identified grade-levels/classes. ● Provide integrated support in collaboration with content teachers. ● Monitor EL student progress and provide appropriate feedback.
High School AP Teachers	<ul style="list-style-type: none"> ● Carry out items listed for content/classroom teachers. ● Deliver instruction that supports review of content that will be on the AP tests. ● Support students in preparing for the online version of the test. ● Utilize resources provided by the College Board for lesson planning and test prep.
Media Staff	<ul style="list-style-type: none"> ● Participate in weekly media planning meetings. ● Identify and post online digital resources to support learning materials. ● Collaborate with school-based staff in student Zoom meetings to support research, writing, technology and literacy.
Social Workers	<ul style="list-style-type: none"> ● Provide services to all students on their caseload. ● Participate in weekly school counselor/social worker team meetings. ● Collaborate with teachers, school counselors and school administrators to provide support. ● Maintain daily office hours to be accessible to students, families, and staff. ● Provide social emotional tips, support and Crisis Interventions for students and families via email, phone, and school social media/websites. ● Provide crisis support as needed. – collaborate with teachers, local law enforcement, and DSS.
School Counselors	<ul style="list-style-type: none"> ● Participate in weekly school counselor team meetings. ● Collaborate with teachers, school social workers, and school administrators to provide support. ● Maintain counselor office hours to be accessible to students, families, and staff.

	<ul style="list-style-type: none"> • Provide social emotional tips and supports for students and families via email, phone, and school social media/websites. Classroom lessons to be available via Google Classroom. • Provide crisis support as needed. – collaborate with teachers, local law enforcement, and DSS. • Middle & High School Counselors Only – Utilize Naviance for college and career exploration lessons/communicate with students, and provide academic support reaching out to failing students. • High School Counselors Only – collect 2020-2021 registration requests via google docs and emails to be entered to build out the high school schedule.
Special Education Case Managers	<ul style="list-style-type: none"> • Focus is on IEP goals selected for the amended IEP during the COVID-19 pandemic. • Provide direct services to address identified IEP goals through the amended IEP through their own distance learning plan (Video conferencing or telephone consult). • Provide accommodations and modifications through collaborative planning to accompany the distance learning plan all students are receiving, and to share observations of the student's current academic efforts, emotions and academic successes and recommend accommodations and modifications to the students' work. • SE Teachers within a Self-Contained class will have to condense, as best they can, the general curriculum and the specific work around the amended IEP into only a few hours a week with each student. • Complete assessments needed for eligibility for SE services and continued eligibility for SE services. • Collect data on IEP goals during each session to inform the need for any further specially designed instruction. • On a case by case basis, review student progress to determine if compensatory services are needed to address any students lack of progress due to the inability to address a goal using virtual or distance learning. • Complete IEP progress reports to be sent home with report cards. • Each Monday at 3:00, staff will meet with the Supervisor of Special Education for updates that are being provided through CASE, MSDE, and the U.S. DOE.
Instructional Assistants	<ul style="list-style-type: none"> • Complete identified training to support the delivery of digital instruction. • Work under the supervision of the principal to provide the classroom level support needed including services to be delivered to students. • Track data and progress on individual student goals on data sheets provided by the classroom teacher.

Student and Parent Roles and Responsibilities

Parents and Guardians	<ul style="list-style-type: none"> ● Participate in the training modules to support the delivery of instruction through Google Classroom. ● Try to avoid being too quick to provide answers- allow students to be challenged as perseverance through those challenges is a key part of learning. ● When your student appears frustrated, try this 5 step approach: <ul style="list-style-type: none"> ○ Review and explain directions. ○ Clarify the expectations for the final product or assignment. ○ Break down the task into chunks or steps. ○ Explain new vocabulary. ● Remind your student(s) they are still responsible for learning, although they are not in the school building. ● Provide an environment conducive to learning (access to technology; safe and quiet space during the day). ● Engage in conversations on posted material and assignments. <ul style="list-style-type: none"> ○ What part(s) of online learning are difficult? Easy? ○ What is due this week? What do you need in order to complete the required assignments? ● Monitor the time spent on online and offline learning. ● Encourage attendance in synchronous engagements offered by your child's teachers. ● Assist your student in accessing any Help resources needed. <ul style="list-style-type: none"> ○ Support emotional balance by providing ample room and time for reflection, physical activity, conversation, and play.
Students	<ul style="list-style-type: none"> ● Dedicate appropriate time to learning as guided by your teachers. ● Check online platforms daily for information and assignments. ● Attend as many synchronous (real time) engagements offered by your teachers as possible. ● Identify a comfortable and quiet place to study and learn. ● Identify the "best" time for completing assignments. ● Submit all assignments in accordance with the directions provided by the teacher. ● Engage in all learning with academic honesty.

General Guidelines to Support Continuity of Learning

Feedback to Students	<ul style="list-style-type: none"> ● Timely feedback is essential to student learning; this is especially true for online learning environments where students are unable to ask questions as they would in a normal classroom setting. ● Teachers will set regular 'office hours' to provide necessary feedback.
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	<ul style="list-style-type: none"> • Clear communication will be given regarding where and how students should ask questions, including how to seek clarification specific to learning targets, task requirements, and/or deadlines (email, Google Classroom, Zoom, Class Dojo, etc.). • Active monitoring of emails for questions and communications from students/families. • Carefully schedule limited, real-time chats as “help” sessions for students when needed.
Offline Work	<ul style="list-style-type: none"> • Ensure that the delivery of instruction and all work has the potential to be printed when a student is unable to access the information online. This allows access and equity for all students. • Consider including offline activities in your lessons such as reading, engaging in discussions with a family member or friend remotely, writing in a journal, taking pictures, and/or making a video.
Work Hours	<ul style="list-style-type: none"> • Strictly follow the district and school guidelines for time and schedule. • Offer alternative opportunities for reading, research, online discussions/peer-feedback, and producing written work. • Actively participate in weekly team Zoom meetings to receive the support of colleagues (coordinators, coaches and resource teachers) and others who have specific interest and/or expertise in delivering online Continuity of Learning experiences.
Professional Deadlines	<ul style="list-style-type: none"> • Provide students ample time to complete assignments. More time than usually provided in class may be necessary for some students. • Keep tasks simple and directions clear to make sure students understand what they are required to do.
Accessibility Concerns	<ul style="list-style-type: none"> • Consider the size of the files to be downloaded by students; students’ WIFI access may have limited bandwidth. • If you embed videos, keep the size of the files small and avoid HD quality.
Online Platforms	<ul style="list-style-type: none"> • Try to post only PDF or word documents as they are universal and are often easier to convert. • Continue to place all lesson submissions through Google Driven and/or Google Classroom or as a shared document.

KCPS Distance Learning Plan Content and Timing	
KCPS recommended guidelines for maximum student commitment each day during the extended school closure period.	
Teacher Planning Guidelines for Learning Activities During Extended School Closure Grade Band	
Grade Band	Maximum Time Per Day
PreK	30 minutes
Grades K-1	45 minutes
Grades 2-3	60 minutes
Grades 4-5	90 minutes
Grades 6-8	30 minutes per teacher (3 hours max in a day)

Grades 9-12	30 minutes per teacher (3 hours max in a day)
<ul style="list-style-type: none"> • The initial learning packets focused on review and practice skills, along with developing new online learning routines. • Google Suites, which includes Google Classroom, Google Meet, and Google Hangouts remain the primary online distance learning platforms for teachers to use with students while ensuring student data safety and privacy. Classroom teachers will be receiving additional training on these tools as needed. • Once learning tasks are posted, teachers will post on Google Classroom that new learning tasks/activities are available. • Weekly optional synchronous Google Classroom ‘Conferencing’/Zoom sessions will be communicated through email with the login code for the session. • Students may complete their work whenever it is easiest for them. They may work on any learning activities on any day of the week. Help your student set a schedule and establish an appropriate learning environment whenever it is time to focus on schoolwork. Students and parents will receive email communication from teachers when learning activities are ready to view. Students should take time to learn each day. Lessons may be designed to build upon or extend skills or knowledge that has already been taught or introduce new learning of content and/or skills. 	

Distance Learning Plan Assessment & Progress Monitoring

Teachers will monitor student progress through the activities that students engage in on Google Classroom and other digital platforms. Teachers will provide daily, specific and constructive feedback for each student. Teachers will adjust lessons as needed to meet the learning needs of their students. Formative assessments administered will be included in the daily time guidelines for each subject area. This may occur in Google Classroom, email, scan/fax, or orally over the phone.

Suggested Daily Student Routine:

- A consistent time for starting and ending the “school” day
- Breakfast and lunch at the “usual” time
- Accessing instruction by teachers. Set alarms to remind them when they need to be online.
- Completing assignments
- Routines for getting outside and moving during breaks (recess)
- Taking “brain breaks” from instructional tasks
- Adequate sleep

Kent County Public Schools Distance Learning Schedules

Teacher Schedule

Teachers were instructed to develop their own schedules for completing the critical tasks outlined below. Teachers have the flexibility to spread these activities across their day as they deem appropriate with the exception of attending required virtual meetings.

- Attend virtual meetings led by school leaders and lead teachers.
- Collaborate with colleagues in the same grade-level or content area.
- Contact students not engaged in distance learning or enlist the help of a support team to establish or reestablish student engagement.
- Create assignments and activities.
- Deploy assignments and activities to students
- Ensure they designate time for a duty-free lunch
- Join central office hours to receive support.
- Participate in virtual IEP or SST meetings
- Record instructional videos, audio recordings or written directions for completing assignments and activities.
- Review work completed and returned by the student.
- Use hours flexibly as they choose.

Sample Teacher's Day

Scheduled office hours: Contact families 1 time per week; Class Google Meets, individual student contacts for academic support, individual parent/student conferences, phone contacts, email correspondences with students and families (2 hrs./day)

Collaborative Meetings: School based staff meetings, grade level meetings, department meetings; (1-2 hours/day)

Planning: creating lessons; reviewing student work and providing feedback; developing enrichment activities; creating videos; (1-2 hours/day)

Instruction: teachers will instruct students via live, two-way video conferencing, Google Suite tools, screen-casting, etc.

Professional Learning & Professional Responsibilities: attending IEP, 504, SST, SIT etc. meetings, required professional learning

Elementary

Schooling is always a partnership. In an online Distance Learning environment, especially so at the elementary level, this partnership becomes the champion of learning. Over the course of this Distance Learning time period, teachers will partner with parents to engage students in experiences that stretch their understanding and expand how they approach new learning. Teachers will continue to carry forward their instrumental role in guiding, supporting, and challenging students to take on new responsibilities and to become excited about new learning. Our families will have options and sources for flexibility that will give them choice and ownership as the Distance Learning experience progresses. Teachers will communicate with parents through Email and will use Google Classroom, along with other online subscriptions, to engage students in rich learning tasks. All Elementary School Teachers will also invite students to optional interactive synchronous lessons and activities using Zoom each week.

Elementary School Distance Learning Schedule

Distance Learning

Sample Flexible Weekly Schedule



Kent County Public Schools

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	ELA (20-40 min.) Lexia (10-20 minutes) Independent Reading (15-30 minutes)	Science or Social Studies (20-40 minutes) Lexia (10-20 minutes) Dreambox (15-20 min.)	Math (20-40 min.) Dreambox (15-20 min.)	Related arts activity (20-40 min.) Lexia (10-20 minutes) Dreambox (15-20 min.)	Additional resources, related arts, science/ss
*please adjust the order/time to fit your needs					
Afternoon	Math (20-40 min.) Dreambox (15-20 min.)	Independent Reading (15-30 minutes)	ELA (20-40 min.) Lexia (10-20 minutes) Independent Reading (15-30 minutes)	Independent Reading (15-30 minutes)	Lexia (10-20 minutes) Dreambox (15-20 min.) Independent Reading (15-30 minutes)

Students are required to complete a minimum of **2 math**, **2 ELA**, **1 social studies/science**, and **1 related arts** activities per week and do **Dreambox** and **Lexia**, and **read** daily.

Please see your grade level **Google Classroom**, grade level learning packets, or information sent from your teacher for resources and learning material.

Middle School

We know that learning takes on many different forms and can take place in many different settings. Our upcoming Distance Learning experience is the very type of experience that our middle school students are prepared to take on and to grow from, independently, with their peers, and even with their families. Over the course of this campus closure, students will be invited to engage in learning experiences that will stretch their thinking and will encourage new ways of doing in each of their classes, even though they will not be physically present on campus. Students will learn through a blended learning model, which includes asynchronous learning as well as synchronous, interactive sessions with their teachers and classmates. Each of these learning experiences may be followed up with appropriate homework or a formative/summative assessment to confirm that the students have engaged appropriately with the content and that their understanding of the content supports their progress towards the identified target standards. The clear goal for these days is to be analogous to the students' experiences on typical days at school: to interact, to engage, to grow, and, ultimately, to learn.

Middle School Distance Learning Sample Schedule

Sample Schedule 7th Grade

Monday	Tuesday	Wednesday	Thursday	Friday
ELA – Reading 20 minutes from assigned book	ELA – Reading 20 minutes from assigned book	ELA – Reading 20 minutes from assigned book	ELA – Reading 20 minutes from assigned book	ELA – Reading 20 minutes from assigned book, Turn In Weekly Assignments (2) on Google Classroom
Math: Work on Assignment	Math: Work on Assignment	Math: Work on Assignment	Math: Work on Assignment	Work on Assignment, email assignment to math teachers as you finish them

	Science: GC Discussion Posted/ Weekly Assignment Due on Google Classroom		Science: 1230 Zoom Meeting for review and discussions	
SS: Work on Assignment		SS: Work on Assignment		SS Work Due submit on Google Classroom
		Open Zoom for Questions from students Team A 11am -11:30am Team B 2pm -2:30pm		

High School

During campus closure, students will participate in meaningful learning experiences in each of their classes, even though they will not be physically present on campus. Distance Learning will follow the schedule below. Staff have made personal contact with all students and are required to maintain a weekly contact log to monitor progress.

AP Specific Information: All members of our high school communities connected with externally-assessed courses such as AP and College Courses are aware of the additional pressures related to this unexpected transformation of in-school instructional time to distance learning. A team administrators and counselors has been in regular contact with officials from the College Board and developed plans to mitigate the impact of the current situation on students and their exams, as well as measuring possible future circumstances and our choices. For clarity, our understanding from communications with the College Board and with our general recommendation and other possible options have been made available to AP students. School administration will keep the community updated on this topic should our recommendations may change as the situation evolves.

High School Distance Learning Schedule

KCHS CLASS MEETING & VIRTUAL OFFICE HOUR SCHEDULE					
KCHS CLASS MEETING (2 options of start times/You will be notified by your teacher IF they have a "LIVE" class)					
CLASS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Period 1	8-9am or 9-10am	Office Hour Days		Office Hour Days	
Period 2	10-11am or 11-12pm				
Period 3			8-9am or 9-10am		
Period 4			10-11am or 11-12pm		
Period 5			12-1pm or 1-2pm		
Period 6					8-9am or 9-10am
Period 7					10-11am or 11-12pm
VIRTUAL OFFICE HOURS SCHEDULE					
CLASS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Math		9-11am			
ELA				9-11am	
Science		10-12pm			
Social Studies				10-12pm	
Fine Arts / PE		11-1pm			
Spanish/ESOL				11-1pm	
Special Ed		12-2PM			
CTE				12-2PM	
Counselors(by phone)	10-1pm	10-1pm	4-6pm	10-1pm	

KCPS Plan of Accountability	
KCPS COVID-19 Grading Plan	
What is our school system's plan for grading work and providing feedback?	
<ul style="list-style-type: none"> KCPS students will be held harmless during the COVID-19 closures. Students will be permitted to raise their grades but will not receive a grade lower than what they were earning prior to school closures. Students working online, will receive feedback through the online platform. Students that receive learning packets will submit work by: <ul style="list-style-type: none"> scanning, emailing, faxing, or taking a picture and sending it back to the teacher phone calls or emails will also be used to provide 1-1 feedback. All teachers, Pre-K-Grade 12 are working their contracted day, have daily office hours, and will continue to make weekly contact with all students. 	
How are we issuing Q3 grades for all students?	
<ul style="list-style-type: none"> There will be no modification to the original marking period calendar. Q3 marking period will end on April 7 and grades will be stored on April 17. Home learning packets were provided beginning March 30, 2020. No new content was introduced at that time. Initial learning packets were focused on review and were not graded. The Q3 grade will be based upon work completed to date. If students have completed work at home, teachers may raise their final grades but students may not receive a grade lower than what they earned prior to school closures. 	
Elementary	
Pre-Kindergarten	
Pre-K will use the benchmarks from Q2 and carry over those grades unless there is evidence that prior to March 13th the student improved to a higher rating. Standards not assessed in Q2 will remain N/A for Q3.	

- Pre-Kindergarten teachers will teach and assess key standards in each domain. The standards will be identified by the team during the next grade-level meeting. Team members will agree upon both the standards, common assessments, and frequency.

Pre-K will not receive a Q4 report card but rather a certificate of completion.

Kindergarten

Standards not assessed in Q3 will need to be entered in the gradebook by kindergarten teachers as N/A. N/A indicates further assessment will be done once school is reopened. Kindergarten teachers will teach and assess key standards in each domain. The standards will be identified by the team during the next grade-level meeting. Team members will agree upon both the standards, common assessments, and frequency.

How are we grading elementary students in Q4 for grades 1 and 2?

We are operating as if our school year will end on time, June 15, 2020. This will allow for a full nine (9) weeks for Q4. In Quarter 4, beginning with work distributed on Tuesday of this week:

Grade student work as it is submitted so that parents/students are aware of progress.

- Teachers will record:
 - 2 ELA and 2 math grades per week for Q4
 - 2 social studies and 2 science grades for Q4.
 - Art, music, and PE should record a total of 1 grade per subject for Q4
- Q4 grades ONLY will be ultimately be a “Pass” or “Incomplete”
 - Grades 1 & 2 enter an “E = Pass” if the assignment was completed
 - Grades 1 & 2 enter an “L = Incomplete” if assignment was incomplete

How are we grading elementary students in Q4 for grades 3-5

We are operating as if our school year will end on time, June 15, 2020. This will allow for a full nine (9) weeks for Q4. In Quarter 4, beginning with work distributed on Tuesday of this week:

Grade student work as it is submitted so that parents/students are aware of progress.

- Teachers will record:
 - 2 ELA and 2 math grades per week for Q4
 - 4 social studies and 4 science grades for Q4 (if departmentalized, enter 1 grade weekly per subject)
 - Art, music, and PE should record a total of 1 grade per subject for Q4
- Q4 grades ONLY will be ultimately be a “Pass” or “Incomplete”
 - Grades 3-5 enter an “A = Pass” if the assignment was completed
 - Grades 3-5 enter a “D” = Incomplete” if assignment was incomplete

Middle School

How are we grading middle school students in Q4 for grades 6-8?

- Students will receive two grades per week in math and ELA and 1 grade in all other subjects
- At the end of Q4, grades will be assigned as follows:

Math and Reading = 18 assignments

15-18 Completed = 100%

10-14 Completed = 85%

6-9 Completed = 70%

<6 Completed = Incomplete

Science and Social Studies = 9 assignments

7-9 Completed = 100%

4-6 Completed = 85%

3-4 Completed = 70%

<3 Completed = Incomplete

High School**How are we grading high school students in Q4 for grades 9-12?**

- Students will receive two (2) assignments per course each week and one (1) grade will be assigned weekly.
 - If 7-9 grades are entered per course, students will be assigned a grade of 100%.
 - If 5-6 grades are entered per course students will be assigned a grade of 85%.
 - If 3-4 grades are entered per course students will be assigned a grade of 70%.
 - If less than 3 grades are entered per course students will be assigned a grade of Incomplete.
- An incomplete is exempt from the final grade. Thus, it does not affect GPA or class rank. It does not help a student's grade, but it does not negatively impact the grade either.

How are we calculating final grades for high school students?

- Final grades (Y2), will continue to calculate as a % grade as planned. This will not adversely affect GPA or class rank.
- All final (Y2) grades will be stored immediately before the close of Q3. This grade reflects the average the student has earned to this point. It is the average of Q1, Q2 and Q3.
- We do not want Q4 grades to negatively impact a student's final grade (Y2). Therefore, completing the work for Q4 will be the incentive. The grade will be the Q4 average or the grade captured at the end of Q3 whichever grade is higher.

What incentives are provided in Quarter 4 encouraging students to complete their schoolwork?

- The final grade will reflect either the average of Q1-3 or Q1-4, whichever grade is higher.

Addressing Equity

English Language Learners	Any student, grades K-12, whose language proficiency classifies them for the ESOL program	<ul style="list-style-type: none">• English Learners will continue English Language Development (ELD) with specialized lessons provided by their ESOL teachers. All ESOL teachers must provide support in scaffolding lessons.• All instructions for online education will be sent to parents in a language they understand, to the extent possible.• Each teacher must provide a schedule for office hours.• ESOL teachers utilize Zoom to virtually meet with students• ESOL teachers are connecting with students and families and assisting them with setting up their technology and accessing their distance learning assignments.
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Homeless	Students who lack a fixed, regular, adequate nighttime address	<ul style="list-style-type: none"> ● Professional School Counselors and Pupil Personnel Workers (PPW's) are reaching out to homeless families to ensure: <ul style="list-style-type: none"> ● students have what is needed to access the continuity of learning activities, ● Parents are knowledgeable of food distribution sites, and ● Family needs are assessed and families are connected to community resources ● PPW and Mental Health Coordinator provide intensive case management services to students on their caseloads ● School Counselors and School Psychologists will provide mental health services to identified students. ● Support will be provided to identified families and students who lack transportation to get to meal sites. ● The Student Services office is working in collaboration with the Title I Office to see if hotspots can be purchased for families who do not have internet services and do not have the necessary resources to get to schools to access drive up WiFi services.
Section 504	Students found eligible under Section 504 of the Rehabilitation Act of 1973	<ul style="list-style-type: none"> ● Teacher Specialists/504 Case Managers are contacting parents and students to ensure comparable access to the virtual platform. This includes reviewing the needs of the students on their caseloads and linking them to services and resources per their Section 504 Plan and/or current needs given the online platform (as appropriate). ● Reasonable services (i.e., consultation with teachers and/or families) will be provided by related service providers.
Gifted and Talented	Any student who has been identified as GT per KCPS policies in alignment with MD COMAR Regulations.	<ul style="list-style-type: none"> ● Additional supplemental enrichment activities extending curricular outcomes in ELA and Math continuing learning on topics currently under study are being made by classroom teachers. ● High School students enrolled in AP courses are continuing their studies through previously established AP Google Classrooms. Students will receive instruction and complete activities aligned to the national AP exams. All AP students who have previously requested to take these exams are encouraged to take them as colleges and universities are still offering credit.
Special Education	Any student, with an Individualized Education Plan	<ul style="list-style-type: none"> ● An Individualized Continuity of Learning Plan (ICLP) will be developed for all students with an Individualized Education Program (IEP). The ICLP is based on the components of a student's IEP that can be implemented during the COVID-19 school closures. These IEP components include but are not

		<p>limited to accommodations, modifications and support and related services. Specialized accommodations such as interpreters for students who are deaf and hard of hearing and hard copy braille materials for students with vision impairments will also be provided.</p> <ul style="list-style-type: none"> ● The Infants and Toddlers Program will continue to support families through the implementation of each child's Individualized Family Service Plan (IFSP) to include specialized instruction, related services, service coordination and community resource needs. ● Students enrolled in private and religious schools will continue to receive direct speech and language intervention as indicated in their IEPs. Services are delivered through a video conferencing platform and administered with the same frequency and duration as indicated in the student's IEP ● Interpreting services are available for IEP for non-English speaking families. In addition, IEP and some learning packet directions will be translated in a parent's native language of Spanish upon request. ● For students who are unable to access technology, enrichment packets are available to pick up at meal sites for students enrolled in special education preschool programs and programs for students with the most significant disabilities who participate in the alternate instructional framework.
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Attendance & Accountability

Student Attendance & Accountability During the COVID-19 period of school closure, attendance is not taken in traditional ways. However, teachers are monitoring student participation and engagement based primarily on assignment completion and submission via Google Classroom.

We are requiring weekly graded assignments for the fourth quarter or marking period to be completed, submitted, and scored for inclusion in the gradebook. Based on Google Classroom and Google Meet analytics, we can track student engagement in eLearning activities such as logging into Google Classroom to download weekly assignments, view materials and resources, or to upload completed assignments.

Professional Development

KCPS will continue to offer a variety of professional learning opportunities during school closures. All employees will share the responsibility for both individual and organizational growth and to be accountable for achieving standards of excellence.

Elementary/Middle School Professional Development: County-wide virtual grade-level/content meetings have been occurring for teachers led by coaches and content supervisors. Teachers reviewed critical content standards and collaborated to support ongoing development of instructional packets for students prekindergarten through grade 8. Lead teachers facilitate weekly grade-level meetings to support teachers on instructional activities. School counselors and social workers are offering resources to teachers to support helping students and families during this time. Staff are also engaged in teacher selected professional learning through various professional organizations. KCPS offers various trainings through a district PD Google Classroom to all teachers to build skills in online teaching and learning.

High School Professional Development: Weekly staff and department meetings have been occurring to support teachers. All high school teachers received training in Google Classroom; ongoing support is provided to assist teachers in using the platform. KCPS has begun training for cohorts of High School teachers to learn how to use all tools in the Google Suite.

Special Education Staff: A virtual PLC meeting took place with all Special Education Staff outlining the new responsibilities because of school closing. All guidance provided to staff was under the direction of MSDE and lead by the Supervisor of Special Education.. Ongoing PLC's are being held to support Special Educators, related service providers and administrators as KCPS adjusts to this service delivery model.

ELL Staff: A virtual PLC meeting took place with all ELL staff outlining the new responsibilities due to school closing. The ELL coordinator is meeting weekly with staff to provide support to the EL teachers in meeting needs of our ELL students.

- [KCPS - Continuity of Learning Plan Course](#)
- Literacy Engagement Cohort
- Virtual Training in Google Suite tools and Screencasting
- Job-embedded Book Study, *Disrupting Thinking* (Beers & Probst)
- *LETRS virtual training (Foundational Literacy Skills)*

Other Resources Available

In addition to sharing resources provided by MSDE, KCPS has also shared the following website resources have been shared with our families to provide enrichment or to support instruction:

<https://www.arcbookshelf.com/>
<https://www.khanacademy.org/>
<https://reading.ecb.org/>
<https://kids.nationalgeographic.com/>
<https://www.starfall.com/h/>
<https://www.funbrain.com/>
<https://constitutioncenter.org/learn>
<https://www.highlightskids.com/#>
<https://padlet.com/>
<https://web.seesaw.me/>
www.commonlit.org
<https://newsela.com>
www.revisionassistant.com
<https://www.remind.com/>
www.collegeboard.org for all AP courses
<http://www.wallenpaupack.org/enrichment/WAHS/English/Sandercock/APLangWeek34.pdf> -
15 Day Rhetoric Challenge for AP English
<https://apstudents.collegeboard.org/courses/ap-statistics>

MSDE Social/Emotional Resources

[Advice for how parents can talk with their children about the virus \(opens in a new window\)](#)

[National Association of School Psychologists advice about how to talk with children about the virus \(opens in a new window\)](#)

[Sesame Street message for young children about the virus. Also has tips for parents \(opens in a new window\).](#)

[How to Home School During Coronavirus. New York times with links to materials \(opens in a new window\).](#)

[Information and Resources for Schools and School Personnel. Variety of materials on children with disabilities, student privacy and FERPA, and more \(opens in a new window\).](#)

[National School Boards Association. Preparing for Widespread Illness in your school Community: A Legal Guide for School Leaders \(opens in a new window\)](#)

[School Counseling lessons, resources and Ideas \(opens in a new window\)](#)

[Maryland School Psychologist's Association Tips for Mental Health Professionals and other resources \(opens in a new window\)](#)

[National Association of School Psychologists. Information, guidelines and resources as well as guidance for USDOE for IDEA service \(opens in a new window\)](#)

[National Association of Social Workers Coronavirus \(COVID-19\) resources \(opens in a new window\)](#)

[National Association of School Nurses. Activities, talking points, guidance for principals and Superintendents, and more \(opens in a new window\)](#)

[Free internet for families who qualify \(opens in a new window\)](#)

[Mental Health and Coping \(opens in a new window\)](#)

[Food Assistance \(opens in a new window\)](#)

[Statewide Meal Sites \(opens in a new window\)](#)

[USDE's website of Resources \(opens in a new window\)](#)

** Permission may be needed to access some resources and documents. Some content highly borrowed from Worcester County Public Schools Distance Learning Plan. Worcester cited Washington County Public Schools and Shanghai American School Distance Learning Plan as shared by Samuel J. Richards via LinkedIn on March 10, 2020.**